



Applicant Name _____ Date _____

Score _____/*50 Total Pts

***Total scores may vary dependent upon applicant’s “Distribution of Effort Agreement” as it pertains to the various activities submitted**

Application	Advanced (exceeds standards) Total Points: 50 - 46.5	Proficient (meets standards) Total Points: 46.4 - 39.5	Emerging (does not meet standards) Total Points: 39.4 - 35.0
Application Materials: <ul style="list-style-type: none"> ● Application Cover Page ● Performance Evaluations ● Academic Staff/Supervisor Distribution of Effort Agreement ● Student Evaluations ● Promotions Narrative Form ● Dean/Chairs Letters 	<p style="text-align: center;">Score 5.0 4.8 4.7 4.6</p> <ul style="list-style-type: none"> ● Each section includes all materials required to allow the promotion process to continue ● Materials are detailed giving clear insight into the applicant’s accomplishments, teaching expertise and contributions to UW-W 	<p style="text-align: center;">Score 4.5 4.4 4.3 4.2 4.1 4.0</p> <ul style="list-style-type: none"> ● Selected sections may be missing detailed materials but the promotion process can proceed with reduced points ● Materials detailed though may lack in clarity into applicant’s accomplishments and/or teaching expertise and/or contributions to UW-W 	<p style="text-align: center;">Score 3.9 3.8 3.7 3.6 3.5</p> <ul style="list-style-type: none"> ● Selected sections are missing multiple documents so as to not meet requirements thus the promotion process cannot proceed in this cycle ● Materials vaguely address applicant’s accomplishments, teaching expertise or contributions to UW-W
Activities: Performance Evaluations	<p style="text-align: center;">Score 5.0 4.8 4.7 4.6</p> <ul style="list-style-type: none"> ● Evaluations reveal a consistent pattern of excellence where applicant’s ability to accept corrective feedback is integrated into best-practice teaching strategies to build a stronger learning environment for students 	<p style="text-align: center;">Score 4.5 4.4 4.3 4.2 4.1 4.0</p> <ul style="list-style-type: none"> ● Peer evaluations reveal a pattern of areas for growth not yet applied where applicant needs to integrate best-practice teaching strategies to build a stronger learning environment for students 	<p style="text-align: center;">Score 3.9 3.8 3.7 3.6 3.5</p> <ul style="list-style-type: none"> ● Performance evaluations show marked inconsistencies of reliable best-practice teaching strategies so applicant can build a reliable and conducive learning environment for students

<p>Activities: Teaching Narrative Description</p>	<p style="text-align: center;">Score 10 9.5 9.4 9.3</p> <ul style="list-style-type: none"> ● Teaching Activities enhance initiatives of the department, university, professional organizations within the state and/or nation ● Applicant clearly demonstrates that their teaching and teaching related activities reflect the description of the category to which they are applying. 	<p style="text-align: center;">Score 9.0 8.9 8.7 8.5 8.0 7.9</p> <ul style="list-style-type: none"> ● Teaching activities may enhance initiatives of the department though may not expand to the university or professional organizations within the state and/or nation ● Applicant demonstrates somewhat that their teaching and teaching related activities reflect the description of the category to which they are applying. 	<p style="text-align: center;">Score 7.8 7.6 7.5 7.3 7.0</p> <ul style="list-style-type: none"> ● Activities though listed, do not reveal concentrated focus to enhance initiatives of the department, university, or professional organizations ● Applicant incompletely are rarely demonstrates that their teaching and teaching related activities reflect the description of the category to which they are applying.
<p>Service activities as required in “Academic Staff/Supervisor Distribution of Effort Agreement” to Department, College, University, Professional organizations, Community OR Service activities, despite no requirement of such, as outlined in your “Academic Staff/Supervisor Distribution of Effort Agreement”</p>	<p style="text-align: center;">Score 5.0 4.8 4.7 4.6</p> <ul style="list-style-type: none"> ● Additional service activities reveal dedication to the growth and vibrancy across UWW, professional organizations and the broader community 	<p style="text-align: center;">Score 4.5 4.4 4.3 4.2 4.1 4.0</p> <ul style="list-style-type: none"> ● Additional service activities reveal personal investment of time and/or talent to UWW and/or professional organizations and/or the broader community 	<p style="text-align: center;">Score 3.9 3.8 3.7 3.6 3.5</p> <ul style="list-style-type: none"> ● Additional service activities are not evident and/or show little investment of personal time and/or talent outside of teaching position

<p>Research activities as required in your “Academic Staff/Supervisor Distribution of Effort Agreement” to Student involvement (RAP, IS, etc.), Publications, Presentations at professional conferences OR Research activities, despite no requirement of such, as outlined in your “Academic Staff/Supervisor Distribution of Effort Agreement”</p>	<p style="text-align: center;">Score 5.0 4.8 4.7 4.6</p> <ul style="list-style-type: none"> • Additional research activities reveal dedication to develop an engaging campus student culture through collegiate organizations and campus initiatives. • Conference presentations and/or publications exemplifies academic contributions to professional organizations 	<p style="text-align: center;">Score 4.5 4.4 4.3 4.2 4.1 4.0</p> <ul style="list-style-type: none"> • Additional research activities reveal personal investment of time and/or talent to collegiate organizations • Conference presentations and/or publications shows some engagement with professional organizations 	<p style="text-align: center;">Score 3.9 3.8 3.7 3.6 3.5</p> <ul style="list-style-type: none"> • Additional research activities are not evident and/or show little investment of personal time and/or talent outside of teaching position
<p>Other Activities as required in your “Academic Staff/Supervisor Distribution of Effort Agreement” to professional contributions/certifications, awards and/or trainings OR Other activities, despite no requirement of such, as outlined in your “Academic Staff/Supervisor Distribution of Effort Agreement”</p>	<p style="text-align: center;">Score 5.0 4.8 4.7 4.6</p> <ul style="list-style-type: none"> • Awards reveal recognition for applicant’s dedication to excellence AND • Advanced trainings and/or certifications reveal a life-long learning mind-set 	<p style="text-align: center;">Score 4.5 4.4 4.3 4.2 4.1 4.0</p> <ul style="list-style-type: none"> • Awards reveal recognition for applicant’s dedication to excellence AND/OR • Advanced trainings and/or certifications reveal a life-long learning mind-set 	<p style="text-align: center;">Score 3.9 3.8 3.7 3.6 3.5</p> <ul style="list-style-type: none"> • Additional awards and/or advanced trainings or other professional contributions are not evident and/or show little investment of personal time and/or talent outside of teaching position



<p>Self-Evaluation Narrative [Including Reflection on Student Evaluation of Instructor (SEI)]</p>	<p style="text-align: center;">Score 10 9.5 9.4 9.3</p> <ul style="list-style-type: none"> ● Self-reflection reveals deep personal understanding of oneself regarding education pedagogy and the implementation of those theories into one’s teaching ● Evidence exemplifies open mindfulness with a worldview that accepts and welcomes diversity and inclusion ● Problem-solving skills reveal applicant’s ability to embrace personal change and growth both for oneself and students within the classroom, based on both peer and student evaluations. 	<p style="text-align: center;">Score 9.0 8.9 8.7 8.5 8.0. 7.9</p> <ul style="list-style-type: none"> ● Self-reflection offers insight into personal understanding of education pedagogy and the implementation of those theories into one’s teaching ● Evidence shows thoughtfulness, though lacks deep examination of possible blind spots toward diversity and inclusion ● Problem-solving skills are evident, though lacks details revealing personal growth for oneself or students within the classroom, based on peer and student evaluations. 	<p style="text-align: center;">Score 7.8 7.6. 7.5. 7.3. 7.0</p> <ul style="list-style-type: none"> ● Self-reflection fails to reveal personal details for how personal understanding of education pedagogy the implementation of those theories into one’s teaching ● Open mindedness is not evident nor are statements of how one develops acceptance of others presented ● How problems are encountered is not presented or may be vaguely discussed which fails to offer insight into how one embraces personal growth for oneself or students within the classroom
<p>Letters of Recommendation: Dean’s Letter (1 required) Chair(s) Letter (1 per assigned department required)</p>	<p style="text-align: center;">Score 5.0 4.8 4.7 4.6</p> <ul style="list-style-type: none"> ● All letters give specificity and detail offering unquestionable understanding to support the applicant’s qualifications for promotion 	<p style="text-align: center;">Score 4.5 4.4 4.3 4.2 4.1 4.0</p> <ul style="list-style-type: none"> ● Some letters may be generally supportive and/or may lack a clear recommendation supporting the applicant’s qualifications for promotion 	<p style="text-align: center;">Score 3.9 3.8 3.7 3.6 3.5</p> <ul style="list-style-type: none"> ● Letters may be vague or lack support of a recommendation to the applicant’s qualifications for promotion

Additional Feedback:

Reviewer Name _____



University of Wisconsin
Whitewater

Academic Staff Assembly

Approved 11/10/2021
Revised 10/27/2022
Approved 11/20/2023

ASA Promotions Scoring Rubric: 5